



# MENTAL HEALTH COUNSELING PROGRAM

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## STUDENT HANDBOOK

*Effective: Summer 2016*

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TOURO COLLEGE  
SCHOOL OF HEALTH SCIENCES  
Department of Behavioral Health Science

65 Broadway  
New York, NY 10006  
212-742-8770 x 2455

## IMPORTANT NOTICES

### **Policy on Non-Discrimination**

Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

Inquiries or complaints concerning the non-discrimination policies should be sent to Elan Baram, 500 7th Avenue, 4th Floor, New York, NY 10018. Elan.Baram@touro.edu 646-565-6000, ext. 55636) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000, ext. 55330.

### **Reservation of Rights Clause**

This Handbook represents the most up to date information with regard to the Masters in Mental Health Counseling program described. It will be considered to be in effect until the publication of the next Handbook. However, the board of Trustees and Faculty of Touro College reserve the right to institute changes in Touro's programs and policies. Since information is updated constantly the student is advised to seek further clarification from appropriate administrative offices. Touro College reserves the right to change rules, policies, fees and curricula without advance notice. In the event of any inconsistency or incompatible terms or provisions, such inconsistency shall be resolved by giving precedence in the following order or importance: (a) any executed agreement between the parties, (b) the specific policy then existing, and (c) this handbook.

## GENERAL INFORMATION

Welcome! We hope your experiences, as a student of the Mental Health Counseling Program at Touro College will be rewarding. You have embarked on a road that will lead you to a wonderful, fulfilling career.

This Handbook provides you with information on the Touro College Mental Health Counseling program. The Handbook is updated periodically. It is important that you refer to it for policy and procedure clarification. While enrolled in the Touro College Mental Health Counseling Program (MHC), you may receive updated and additional information and policies to review that should also be kept for future reference. It is also important that you use this Handbook in conjunction with the *Touro College School of Health Sciences Bulletin/Catalog* and the *Touro College School of Health Sciences (SHS) Student Handbook* as this MHC Student Handbook supplements those documents. The terms of these documents are therefore incorporated herein by reference. Each will be helpful to you in your current and future academic and clinical endeavors. In the event of an inconsistency between the *SHS Catalog*, the *SHS Student Handbook* and this Handbook, the terms of the *SHS Catalog*, the *SHS Student Handbook* will take precedence in that order.

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## GENERAL INFORMATION

### About Touro College

Touro is a system of Jewish-sponsored non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York Area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System. For further information on Touro College, please go to: [www.touro.edu](http://www.touro.edu)

### Accreditation

Touro College was chartered by the Board of Regents of the State of New York in June 1970.

Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Paris, Jerusalem, Moscow, and Florida.

Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001).

### Facilities and Hours

The Mental Health Counseling (MHC) Program is part of the Department of Behavioral Science, a division of the School of Health Sciences. The program's primary offices are located at 65 Broadway, New York, NY 10010. The program maintains two educational locations: the Manhattan campus at 65 Broadway and the Borough Park campus at 1273 53<sup>rd</sup> Street, Brooklyn. You may refer to [shs.touro.edu/mhc](http://shs.touro.edu/mhc) for information specific to the Mental Health Counseling program. If you would like more information regarding the School of Health Sciences, please refer to the website at [shs.touro.edu](http://shs.touro.edu) or to the *SHS Catalog* and the *SHS Student Handbook* for hours, offices, and a listing of all programs offered within the School of Health Sciences.

A directory of the School of Health Sciences Administrative Offices, Personnel, and Touro Mental Health Counseling faculty and staff is located in **Appendix A** of this Handbook as well as on the websites [shs.touro.edu](http://shs.touro.edu) and [shs.touro.edu/mhc](http://shs.touro.edu/mhc).

For a current listing of scheduled holidays and school closings please see the semester schedule found on the Touro College portal, and the school calendar which can be found in the *Touro College SHS Student Handbook*.

### Parking

The Manhattan and Borough Park campuses are easily accessible using all forms of municipal transportation bus, train, car and taxicab. There are various paid parking garages located off of Rector and Greenwich Streets near the main Manhattan campus, while metered public parking is available on the streets surrounding the Borough Park campus. Identification badges must be shown when entering the

buildings at all locations.

### **Libraries**

There are two main libraries available to the students of the MHC program: (1) The library on the lower level (Trinity Place Level) of our main campus at 65 Broadway and (2) the library on 43 West 23<sup>rd</sup> Street Manhattan campus. The librarians and staff manage these libraries and are available to assist students and faculty in their research. The librarians are also available to provide instruction to students on effective methods of library research and in obtaining books and articles from other area libraries. (Further information about the libraries may be found in the *SHS Catalog* and online [shs.touro.edu](http://shs.touro.edu)).

The library at the Borough Park location is available to students upon request. Please contact the campus at 718-871-6187 for further details about accessing this library.

### **Computer Laboratories**

The computer laboratory at our main Manhattan campus is located on the 2<sup>nd</sup> floor of 65 Broadway in Room 234. Additional computer laboratories in Manhattan can be found at the campus at 27 West 23<sup>rd</sup> Street, 6th. Both campuses have laboratory assistants available to provide assistance to beginning and advanced students.

The computer laboratories at the Borough Park campus are also available to students. Please contact the campus at 718-871-6187 for further details about accessing these laboratories.

Further information can be found in the *SHS Catalog*.

### **Office of Student Affairs**

The chief role of the Director of Student Affairs is student advocacy. Students are assisted with special services and information and offered a variety of activities, through the office such as medical ethics talks and cultural lunches. Students in need of similar assistance at the Manhattan or Brooklyn campuses should consult the Director of their program for guidance to the appropriate personnel on those campuses.

The Director of Student Affairs is available via email at [jill.zucker2@touro.edu](mailto:jill.zucker2@touro.edu)

Please see also the *SHS Student Handbook*.

### **Advisement**

Each student within the Mental Health Counseling Program is assigned a faculty advisor who follows the student's academic progress and professional development throughout his or her academic program. Faculty advisors provide advocacy for student rights and concerns. Students who need personal counseling or assistance with drug or alcohol problems should contact the office of the Associate Dean. See also the *SHS Catalog*.

### **Registration-International Student**

The Registrar acts as a center for students from foreign countries; it is available to assist students with visa and immigration issues. However, students are always responsible to insure that they are in "status." Any assistance afforded to students is as a courtesy and in no way imposes obligations on Touro College.

### **Bookstores**

The Manhattan and Borough Park campuses do not have bookstores. Students usually choose to order their books online.

### **Emergency Closings**

In case of severe weather conditions or other emergencies, information about the closing of the school will be broadcast on Channel 12 and via TC alert. The announcement will be specific to TOURO

COLLEGE – BROOKLYN AND MANHATTAN CAMPUSES. For all campuses, students can check Touro outgoing phone messages and the Touro website.

Information will also be sent via text, phone, and email by TC Alert to the contact information provided by the student on the Touro College Portal. It is essential that the students update the contact information in their portal account: go to [touroone.touro.edu](http://touroone.touro.edu) and click on the “First Time User” button to launch the account activation process. Read the instructions, and then follow the steps to activate your account. To modify contact information or other information click on “Manage account” and then follow the instructions. If at any time during the account activation process you require assistance, contact TouroOne Support Desk at 646-565-6552 or [help.touroone@touro.edu](mailto:help.touroone@touro.edu).

### **Medical Emergencies**

In case of a medical emergency, call 911 and/or the Touro Emergency Hotline Number 1-88-TOURO-911 and notify Security. Wait for emergency responders. Do not transport someone in a private vehicle to a hospital unless absolutely necessary. As soon as you are able, notify the office of the Associate Dean of the incident. Please see also the *Touro College SHS Student Handbook*.

### **Fire Safety**

Federal, state, and city education laws, and Fire Department policy mandate fire drills in all educational facilities and residence halls. Drills are conducted unannounced and all building occupants are required to participate. **Failure to evacuate is a serious violation of Touro’s Code of Conduct and will subject the employee or student to disciplinary action including, but not limited to, suspension, expulsion or termination.**

### **UNLESS YOU HAVE BEEN SPECIFICALLY NOTIFIED OTHERWISE BY YOUR FIRE WARDEN, THE FIRE ALARM SHOULD NEVER BE TREATED AS A FALSE ALARM.**

If you smell smoke, contact your floor fire warden, advise the warden of your location and the location you smell the smoke. Your fire warden will investigate the situation and advise you of the next steps to take. If you see smoke or fire pull the fire alarm, dial 911 and report the fire, then evacuate immediately.

Fire safety and prevention is everyone’s responsibility. There are steps you can take to make yourself safer, thereby creating a safer Touro community.

1. Familiarize yourself with the location of your nearest exit and the fire wardens and searchers on your floor.
2. Locate all of the fire exit signs in the corridors on your floor.
3. Learn the emergency evacuation procedures described above.
4. Ensure your fire warden is made aware of any people with disabilities who may require assistance during an evacuation.

Please see the *Touro College SHS Student Handbook*.

### **Policy for Exam Security during an Evacuation**

When the fire alarm sounds, it is imperative for the safety and security of Touro College faculty, staff, and students that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the fire wardens. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

1. If the exam will resume immediately upon re-entry, to be completed in the time remaining from the originally allocated time;
2. If the interrupted exam will be disqualified, and a new exam will be given at a later date;
3. If the interrupted exam can be scored as is, but on a pro-rated basis.

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system.

Any student found exchanging information or procuring information about the exam during the period of evacuation will be considered to be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy. Please see the *Touro College SHS Student Handbook*.

### **Student Identification (IDs)**

Student Identification Cards are made available through Touro College. Dates and times for the taking of ID pictures are announced to all students. ID badges may be used on Fieldwork placements. The ID is also necessary for admittance to all Touro College campus locations.

### **Student Health Insurance**

Students are required to maintain active health coverage for the entirety of the program. Touro School of Health Sciences does not offer student health insurance. Students are encouraged to visit [www.healthcare.gov](http://www.healthcare.gov) to explore their options. Please see the *SHS Student Handbook*.

### **Students with Disabilities**

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College.

Students with disabilities seeking reasonable accommodations should do so through their program office or the Office of Student Affairs. A “Handbook for Students and Applicants with Disabilities” can be obtained from this office or from the student’s program office.

A student requesting accommodation for a documented disability under the ADA must meet with the Associate Dean for Student Affairs and Innovation of the School of Health Sciences and submit a Request for Accommodation of Disability Application (RADA). The Associate Dean will contact the Department Chair to communicate the fact that this request has been made. Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for special accommodations any time during their academic curriculum, however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodations being requested is unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in the nature of accommodations being requested.

The Associate Dean for Student Affairs and Innovation, Dr. Rivka Molinsky, can be reached at (212) 463-0400 x 5518 or 631-665-1600 x 6318.

Students seeking accommodation must have the following paperwork and documentation on file:

A Request for Accommodation of Disability Application (RADA), filled out in its entirety.

Documentation from a physician, clinical psychologist, or other licensed individual of the specific disability, to include:

- A cover letter from the physician, clinical psychologist, or other certified individual.
- Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory.
- A detailed report that should clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student's program of study, and include a summary of what accommodations are needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Dean in consultation with Touro College's Office of Compliance. If the RADA is granted, the Executive Assistant to the Dean will notify the student and his or her instructors.

Please note that accommodations granted by the SHS Office of Student Affairs only extend to Touro coursework. Any request for accommodations for the licensing testing (which is a requirement for state licensure) must be processed through the State of New York Office of the Professions. For additional information please see the *SHS Student Handbook*.

## **GRADUATE MENTAL HEALTH COUNSELING PROGRAM**

### **Curriculum Framework**

Mental Health Counselors are clinical professionals who are trained to work in a variety of settings that address the wellness and mental health of our diverse society. Consistent with the scientist-practitioner model of training the Mental Health Counseling Program at Touro College combines a strong theoretical basis with empirically based research and applied practice to prepare students for work in this multifaceted field.

The framework of this program combines current evidence-based practice with a dynamic understanding of established theory, abnormal psychology, human development, assessment and intervention techniques to provide a blueprint for guiding case formulation, decision making, and prevention and intervention design. Our emphasis on positive strength based approaches to helping diverse clients from culturally diverse backgrounds find wellness and mental health is pivotal. These concepts and skills are further developed through supervised fieldwork experiences (practicum and internships) in which student can ensure their readiness in supportive situations.

Upon graduation from our program, candidates will be competent critical thinkers and emerge as passionate proactive clinicians ready for professional practice and the pursuit of State-recognized licensure.

### **Mission and Goals of the Graduate Program in Mental Health Counseling**

The Touro Master of Science in Mental Health Counseling (MHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and

the promotion of wellness and mental health across diverse communities.

The mission of the Master of Science in Mental Health Counseling (MHC) Program of Touro College is to help students develop into ethical and competent clinicians, skilled in the clinical assessment of problems and implementing successful, evidence-based interventions that support the mental health, social, emotional and physical well-being of the clients they serve. Coursework and fieldwork experiences provide students a combination of the necessary theoretical and applied approaches in developmental, cognitive, biological, social, and behavioral areas to promote their growth as professional and successful mental health counselors. Graduates of the program are well prepared to function as mental health professionals in multiple roles including treatment, assessment and consultative modalities with diverse populations with a wide range of mental health concerns.

### **Educational Philosophy**

The graduate program in Mental Health Counseling approaches counselor education through the integration of evidence-based practices, theory and applied skills in all courses. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (practicum and internship). The primary goal of our program is to prepare Mental Health Counselors with the highest levels of ethical and professional standards so they are well prepared to provide appropriate mental health services within a variety of settings.

### **Curriculum Design**

The Touro Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Programs (CACREP) which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA), and are reflected in the educational requirements for licensure in New York State. The MHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600-hours of supervised fieldwork and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

While the Touro Mental Health Counseling programs is **NOT** a CACREP-accredited program, our curriculum is built on eight (8) Core Competencies and six (6) competencies specific to the Mental Health Counselor and established by the 2016 CACREP standards.

The program has established the following goals and objectives which are borrowed directly from the 2016 CACREP standards.

### **Eight (8) Core Competencies**

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - Students will demonstrate an understanding of the following aspects of professional functioning:
  - a. history and philosophy of the counseling profession and its specialty areas
  - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
  - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
  - d. the role and process of the professional counselor advocating on behalf of the profession
  - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - f. professional counseling organizations, including membership benefits, activities, services to

- members, and current issues
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - h. current labor market information relevant to opportunities for practice within the counseling profession
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
  - j. technology's impact on the counseling profession
  - k. strategies for personal and professional self-evaluation and implications for practice
  - l. self-care strategies appropriate to the counselor role
  - m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY - Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
  - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
  - c. multicultural counseling competencies
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - e. the effects of power and privilege for counselors and clients
  - f. help-seeking behaviors of diverse clients
  - g. the impact of spiritual beliefs on clients' and counselors' worldviews
  - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT - Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development across the lifespan
  - b. theories of learning
  - c. theories of normal and abnormal personality development
  - d. theories and etiology of addictions and addictive behaviors
  - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - f. systemic and environmental factors that affect human development, functioning, and behavior
  - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  - h. a general framework for understanding differing abilities and strategies for differentiated interventions
  - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
4. CAREER DEVELOPMENT— Students will demonstrate an understanding of career development and related life factors, including all of the following:
- a. theories and models of career development, counseling, and decision making
  - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
  - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

- d. approaches for assessing the conditions of the work environment on clients' life experiences
  - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
  - f. strategies for career development program planning, organization, implementation, administration, and evaluation
  - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
  - h. strategies for facilitating client skill development for career, educational, and life- work planning and management
  - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
  - j. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS - Students will demonstrate an understanding of the counseling process in a multicultural society, including all of the following:
- a. theories and models of counseling
  - b. a systems approach to conceptualizing clients
  - c. theories, models, and strategies for understanding and practicing consultation
  - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
  - e. the impact of technology on the counseling process
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
  - h. developmentally relevant counseling treatment or intervention plans
  - i. development of measurable outcomes for clients
  - j. evidence-based counseling strategies and techniques for prevention and intervention
  - k. strategies to promote client understanding of and access to a variety of community- based resources
  - l. suicide prevention models and strategies
  - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid processes
6. GROUP COUNSELING AND GROUP WORK - Students will demonstrate both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
- a. theoretical foundations of group counseling and group work
  - b. dynamics associated with group process and development
  - c. therapeutic factors and how they contribute to group effectiveness
  - d. characteristics and functions of effective group leaders
  - e. approaches to group formation, including recruiting, screening, and selecting members
  - f. types of groups and other considerations that affect conducting groups in varied settings
  - g. ethical and culturally relevant strategies for designing and facilitating groups
  - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING — Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
  - b. methods of effectively preparing for and conducting initial assessment meetings
  - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

- d. procedures for identifying trauma and abuse and for reporting abuse
  - e. use of assessments for diagnostic and intervention planning purposes
  - f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
  - g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
  - h. reliability and validity in the use of assessments
  - i. use of assessments relevant to academic/educational, career, personal, and social development
  - j. use of environmental assessments and systematic behavioral observations
  - k. use of symptom checklists, and personality and psychological testing
  - l. use of assessment results to diagnose developmental, behavioral, and mental disorders
  - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
8. **RESEARCH AND PROGRAM EVALUATION** Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
  - b. identification of evidence-based counseling practices
  - c. needs assessments
  - d. development of outcome measures for counseling programs
  - e. evaluation of counseling interventions and programs
  - f. qualitative, quantitative, and mixed research methods
  - g. designs used in research and program evaluation
  - h. statistical methods used in conducting research and program evaluation
  - i. analysis and use of data in counseling
  - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
  - k. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
  - l. self-care strategies appropriate to the counselor role;
  - m. counseling supervision models, practices, and processes;
  - n. professional organizations, including membership benefits, activities, services to members, and current issues;
  - o. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
  - p. the role and process of the professional counselor advocating on behalf of the profession;
  - q. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
  - r. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

### **Three (3) Clinical Mental Health Competencies**

1. **FOUNDATIONS** - Student will demonstrate knowledge and practical application of the:
  - a. history and development of clinical mental health counseling
  - b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
  - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
  - e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS - Student will demonstrate knowledge and practical application of the:
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
  - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
  - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
  - f. impact of crisis and trauma on individuals with mental health diagnoses
  - g. impact of biological and neurological mechanisms on mental health
  - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
  - i. legislation and government policy relevant to clinical mental health counseling
  - j. cultural factors relevant to clinical mental health counseling
  - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
  - l. legal and ethical considerations specific to clinical mental health counseling
  - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
  
3. PRACTICE - student will demonstrate knowledge and competence with the:
  - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  - c. strategies for interfacing with the legal system regarding court-referred clients
  - d. strategies for interfacing with integrated behavioral health care professionals
  - e. strategies to advocate for persons with mental health issues

### **Program Structure**

The Master of Science in Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the MHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer session coursework is required.

The curriculum is sequenced with all of the knowledge-based coursework and knowledge-based examination to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out-of-sequence without written approval from the Program Director, Administrative Director or Associate Dean. Our MHC program is New York State accredited as per the Office of the Professions of the New York State Department of Education. While our MHC program is not accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), programmatic goals are aligned with the guidelines established by CACREP. For more information on the New York State and CACREP guidelines please visit the following links:

- <http://www.op.nysed.gov/prof/mhp/section52-32.htm>
- [www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf](http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf)

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100 hour practicum experience (MNHN 702) followed by completion of a 600 hour internship (MNHN 770 and MNHN 771).

Classes are primarily scheduled in the evenings, and in our Brooklyn location also on Sundays, making outside employment possible for students. In the internship experiences, the student must be supervised by a licensed Mental Health Counselor (LMHC) for the Mental Health Counseling program (a licensed Clinical Social Worker or a licensed psychologist is also acceptable).

### **Fieldwork**

Students are required to complete 3 fieldwork courses (12-credits). The first fieldwork course is taken in conjunction with MNHN 702 - Case Conceptualization, Documentation and Practicum, and requires that students complete 100-hours of practicum fieldwork within one semester. The two internship courses (MNHN 770 and MNHN 771) are taken during the fall and spring semesters of the final year of study. Students are required to complete a minimum of 600-hours of fieldwork during the two internship courses.

For assistance with field placement please contact the Field Placement Coordinator: Mendy Kiwak.

Further discussion of the Internship requirements are outlined below.

### **PLANS OF STUDY**

The following are the courses of study required for completion of the M.S. in Mental Health Counseling (MHC) at Touro College. This program offers three study tracks: Fall Admission Full-time sequence (3-year, 8-semester course of study) and Fall Admission Extended Study Sequence (4-years, 10-semester course of study). In addition, students who took MNHN 600 as Touro undergraduates, may be admitted for the Spring Admission Full-time sequence (3-year, 7-semester course of study).

Completion of 19 courses (60 credits) and a required and documented seminar in Child Abuse Identification and Reporting is required to be awarded the M.S. degree. Courses must be taken in the sequence listed below. Full course descriptions are located at the end of this handbook.

**STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.**

### **Registration Process**

Students are responsible for being aware of and following the deadlines related to registration, tuition and fees payment, dropping and adding classes and withdrawal from either individual classes or all classes. All students must meet with their academic advisors and be cleared for registration prior to being able to register. Failure to register as advised may result in termination from the program.

### **Deviation from Plan of Study**

Deviations from the approved plan of study will only be granted in exceptional circumstances. Any deviation from approved plan of study will require approval by the MHC program Director and the Department Chair.

<b>FALL ADMISSION: FULL TIME (3-year) SEQUENCE</b>				
	<b>TERM</b>	<b>COURSE</b>	<b>CREDITS</b>	
<b>First Year</b>	Fall	<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3	
		<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3	
		<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3	
	Spring	<b>MNHN 620:</b> Developmental Psychology	3	
		<b>MNHN 681:</b> Psychopathology	3	
		<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3	
	<b>COMPREHENSIVE EXAM #1</b>			
	Summer	<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3	
		<b>MNHN 638:</b> Principles of Addiction Counseling	3	
<b>Second Year</b>	Fall	<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3	
		<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3	
		<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	3	
	Spring	<b>MNHN 692:</b> Group Psychotherapy & Counseling	3	
		<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3	
		<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3	
	<b>COMPREHENSIVE EXAM #2</b>			
	Summer	<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3	
		<b>PSYN 678:</b> Life Style and Career Development	3	
<b>Third Year</b>	Fall	<b>MNHN 770:</b> Internship I	4.5	
		<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3	
	Spring	<b>MNHN 771:</b> Internship II	4.5	

<b>FALL ADMISSION: EXTENDED (4-year) SEQUENCE</b>				
	<b>TERM</b>	<b>COURSE</b>	<b>CREDITS</b>	
<b>First Year</b>	Fall	<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3	
		<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3	
	Spring	<b>MNHN 620:</b> Developmental Psychology	3	
		<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3	
	Summer	<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3	
<b>MNHN 638:</b> Principles of Addiction Counseling		3		
<b>Second Year</b>	Fall	<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3	
		<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3	
	Spring	<b>MNHN 681:</b> Psychopathology	3	
		<b>MNHN 692:</b> Group Psychotherapy & Counseling	3	
	<b>COMPREHENSIVE EXAM #1</b>			
	Summer	<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3	
<b>PSYN 678:</b> Life Style and Career Development		3		
<b>Third Year</b>	Fall	<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3	
		<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	3	
	Spring	<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3	
		<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3	
	<b>COMPREHENSIVE EXAM #2</b>			
Summer				
<b>Fourth Year</b>	Fall	<b>MNHN 770:</b> Internship I	4.5	
		<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3	
	Spring	<b>MNHN 771:</b> Internship II	4.5	

<b>SPRING ADMISSION: FULL TIME (3-year) SEQUENCE</b>				
	<b>TERM</b>	<b>COURSE</b>	<b>CREDITS</b>	
<b>First Year</b>	Fall (prior to Admission)	<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3	
	Spring	<b>MNHN 620:</b> Developmental Psychology	3	
		<b>MNHN 681:</b> Psychopathology	3	
		<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3	
	<b>COMPREHENSIVE EXAM #1</b>			
	Summer	<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3	
	<b>MNHN 638:</b> Principles of Addiction Counseling	3		
<b>Second Year</b>	Fall	<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3	
		<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3	
		<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3	
		<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	3	
	Spring	<b>MNHN 692:</b> Group Psychotherapy & Counseling	3	
		<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3	
		<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3	
	<b>COMPREHENSIVE EXAM #2</b>			
	Summer	<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3	
		<b>PSYN 678:</b> Life Style and Career Development	3	
<b>Third Year</b>	Fall	<b>MNHN 770:</b> Internship I	4.5	
		<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3	
		<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3	
	Spring	<b>MNHN 771:</b> Internship II	4.5	

## ADMISSIONS

### Requirements for Admission to the Touro Mental Health Counseling Program

The following are admission requirements:

- 1) Completion of a Baccalaureate degree from an accredited academic institution.
  - 2) A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale).
  - 3) A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.
  - 4) Completed Application for Admission.
  - 5) Official undergraduate and graduate transcripts to be included unopened and sent in with your complete application packet.
  - 6) An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
  - 7) Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
  - 8) A personal statement of the applicant's goals and objectives, including reasons for choosing the field of Mental Health Counseling and for applying to Touro.
  - 9) Proof of immunization: MMR (Measles, Mumps and Rubella).
- *A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is missing some of the academic requirements.*

### Selection Process

Applicants will be informed in writing of the Master's in Mental Health Counseling Admissions Committee's decision. If offered a place in the program, a deposit will be required from the applicant to confirm his/her intention to attend.

Applicants who do not meet the minimum requirements for admissions may petition the Mental Health Counseling Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the Graduate Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admissions requirements are based on the student's petition, application, interview and other supporting documents required as part of the application process.

### Transfer Credit Policies

Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Mental Health Counseling Program Director, Chair, or Associate Dean, only upon successful completion of the student's first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

### Tuition and Fees 2016-2017 Academic Year

Tuition 2016-2017	\$2,102/3-credit course - incoming students
Tuition 2016-2017	\$1,920/3-credit course - returning students
Application Fee	\$60 (non-refundable)
Registration Fee	\$100 per semester (non-refundable)
Late Registration Fee	\$50 per semester
Malpractice Insurance Annual Fee	\$20
Transcript Fee	\$10 per transcript
Technology Fee	\$100 Fall & Spring
Graduation Fee	\$200
Returned Check Fee	\$40

*Tuition and fees are set annually by the Board of Trustees and are subject to review and change without further notice.*

Tuition is subject to change each academic year. A current listing of tuition and fees is available from the Bursar's Office. The Touro College Board of Trustees reserves the right to change Tuition and Fee schedules without prior written notice. Please refer to the Mental Health Counseling Program website for additional information regarding tuition and fees.

Personal expenses for travel, books and other items will vary from individual to individual. Due to the great variation of cost factors in the Greater New York area, students are encouraged to plan their own personal expense budget. Students are responsible for expenses incurred for fingerprinting and background checks required by some fieldwork sites. Students will be informed by the Academic Fieldwork Coordinator if they must fulfill this requirement.

### Withdrawal Policy

In the event you wish to drop any or all classes, please be sure to speak to your Bursar representative before doing so. In accordance with the withdrawal policy, dropping classes or non-attendance may result in a tuition liability and all or partial loss of Financial Aid. Please contact the bursar office at 646-565-6000, x 55751, 55379, 55242, email: [bursar@touro.edu](mailto:bursar@touro.edu).

**Students wishing to withdraw from the college must contact the office of the Registrar and file an application for withdrawal. On approved applications, and when withdrawing from ALL classes ONLY the following withdrawal credit schedule will apply:**

### Tuition Refund Schedule

#### WITHDRAWING FROM ALL CLASSES: FALL & SPRING SEMESTERS

Before the opening of class	100% of tuition
No later than the first class session	90% of tuition
No later than the second class session	75% of tuition
No later than the third class session	50% of tuition
No later than the fourth class session	25% of tuition
After the fourth class session	No refund

**WITHDRAWING FROM ALL CLASSES: SUMMER SEMESTER**

Before the opening of class	100% of tuition
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No later than the first class session	60% of tuition
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No later than the second class session	20% of tuition
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After the third class session	No refund
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Please contact the Bursar Office if you have any Bursar related questions.

**OFFICE OF THE BURSAR**

Phone: 646-565-6000, x 55751, 55379, 55242

Email: [bursar@touro.edu](mailto:bursar@touro.edu)

**Financial Aid**

Matriculated students may apply for a Stafford Loan. This loan is based on the amount requested and the student's financial need. A free Application for Financial Aid (FAFSA) is required before applying for a Stafford Loan. A Financial Aid Transcript is also required from all post-secondary institutions that a student attended. This transcript is mandatory regardless of whether financial aid was received at the institution(s) attended or not. If a graduate student needs more funds than it is supplied by the Unsubsidized loan, he/she can apply for the Graduate Plus. However, this loans' eligibility is based on credit history.

For more information, please contact

Naomie Ganthier, Tel: 212-463-0400 x 5322, [naomie.ganthier@touro.edu](mailto:naomie.ganthier@touro.edu) or

Katarina Zigray, Tel: 212-463-0400 x 5140, [Katarina.Zigray@touro.edu](mailto:Katarina.Zigray@touro.edu).

**REQUIREMENTS FOR COMPLETION OF THE MENTAL HEALTH COUNSELING PROGRAM****Overview**

- A. Program:** The program may be completed on a full time (3 year) or extended study (4 year) schedule. Students requesting to complete the program in more than 5 years must obtain written permission from the program Director of the MHC program. The program must be completed in the sequences outlined on the respective plans of study starting on page 16.
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and being eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1-semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program. Please review the ACADEMIC REGULATIONS & PROGRAM INFORMATION section below for further information on the probationary process.
- C. Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- D. Seminars:** Students will be required to document attendance to a New York State approved child abuse identification and reporting seminar. The Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.

- E. Requirements to Advance to Practicum and Internship:** Students must successfully complete all pre-requisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Refer to the table on page 27 for the specific courses. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details. NOTE: students may not begin their internship until they have successfully completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive #2 prior to being cleared to begin internship. Details of the comprehensive exam are outlined in the next bullet point. (G)
- F. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the ACA Ethical Code found at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. The Touro College and University System Academic Integrity policies can be found in greater detail in the Student Conduct and Professional Development section and at [www.touro.edu/students/policies/academic-integrity/](http://www.touro.edu/students/policies/academic-integrity/)
- G. Comprehensive Exams:** Two comprehensive exams are required for completion of the Mental Health Counseling program. These are outlined further below.
- H. Portfolio Projects:** Students will complete various activities throughout their program that will become a part of their permanent program portfolio. These activities will include (but are not limited to) a formal biopsychosocial report completed in MH702, a comprehensive case conceptualization write-up completed during MNHN770, a personal curriculum vitae completed during MNHN771 and a personal statement of the nature of mental health counseling completed throughout MNHN770 and MNHN771. These projects will demonstrate the skills and comprehensive clinical development of students and their investment in the profession. Each student's portfolio will be reviewed by faculty members and graded based upon relevant rubrics related to the Core and MHC specific program goals. Students must earn a grade of 80% for these projects for graduation.
- I. Continuity of Study:** Student leave or a break in continuity requires a review and approval by the program's administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters where they were not registered for any courses must formally reapply to the Mental Health Counseling program and meet all requirements that are current in the present handbook. This is outlined further below.
- J. Exit Interview:** All students will be required to complete a short exit interview and portfolio review with one of the Mental Health Counseling faculty members with the purpose of this interview being an assessment of the student's overall program satisfaction as well as providing career guidance.

## **FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP**

### **General Guidelines**

All practicum and internship sites must be approved prior to the start of a student's formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro College is not responsible for securing a placement for any individual student. Internship sites are filled quickly. Students are encouraged to begin seeking practicum placement opportunities during their first semester and internship placement during their second year of enrollment. For more details on field experience

requirements, students should carefully read and understand the requirements of the field experience handbook which may be obtained on the program's website.

Students are responsible for completing any paperwork and other requirements that a practicum/internship site may have, at their own expense.

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro College and have secured documented site approval from program administration.

### **Supervision:**

On site supervision is required for all practicum and internship placements. Supervision may only be provided by a licensed clinical professional, as outlined by the CACREP and New York State standards. Approved licenses include: LMHC, LCSW, Licensed Psychologist, MD, and NPP.

Field Placement Coordinator: Mendy Kiwak.

### **Practicum Eligibility and Guidelines**

Practicum requires a minimum of 100 hours which must be completed in a setting that provides supervised mental health services. Students will be provided lists of potential site and will have access to the support of the Field Placement Coordinator to secure placements. In order to be eligible to begin practicum experience and register for the required seminar (MNHN702) all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. **NO EXCEPTIONS** will be made to this policy. Students may not take practicum during the same semester that they are "repeating a course" that is a prerequisite to practicum. Students must submit field placement contracts to the field experience coordinator which must be signed and approved by the site supervisor and Touro Mental Health Counseling field placement faculty. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (MNHN702) will also need to repeat **BOTH** the practicum course and the field-based requirements prior to proceeding to internship.

### **Internship**

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.

Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #2 to proceed to their Fall placement course.

Any student who wishes to complete their internship **MUST**:

- Be a student in good standing
- Submit their application to complete internship to the field coordinator and/or the Director of the MHC program for approval of readiness to proceed.
- Have their site secured and submit all required paperwork to the placement coordinator **NO later than 1-week before the start of the semester.**

**Please note that ALL students must also achieve a passing score on the 2<sup>nd</sup> year comprehensive**

**exam no later than August 1<sup>st</sup> in order to be eligible to progress to internship.**

Interns are required to have two hours of weekly face-to-face supervision; this may be one hour of individual onsite supervision and one hour of group supervision. If an intern misses hours for any reason, he or she must make up those hours in a manner arranged with his/her supervisor. If absences are deemed to be excessive in the judgment of the supervisor and a Director of the MHC program, the student may be required to extend the internship through the summer or beyond.

Each internship site is visited by program faculty at the minimum of one time during the internship year. A faculty member also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the placement site. *Interns are expected to continue at their placements during Touro's semester breaks.*

Interns are required to maintain logs documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor on a monthly basis. Electronic logs are acceptable provided they are sent from the supervisor's e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

At least once during each semester, a core faculty member will visit each internship site. The visit involves consultation with the intern, the internship supervisor, and possibly other staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress of the intern and also to evaluate the quality of the internship. Each semester the intern's supervisor forwards a report to the Director of the MHC program regarding the progress of the intern. As deemed necessary, the number of site visits and involvement of the faculty field coordinator may be increased. Students on internship will attend seminars on a bi-weekly basis through the courses (MNHN 770 and MNHN 771) in which all students on internship are required to be registered.

In addition to making interns participate in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training that is equivalent with the expected professional activities of a professional mental health counselor.

During the internship experience, students continue to receive college-based supervision and are introduced to new materials. Students interview for internships *during the academic year prior* to the internship; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area and students are encouraged to be prepared to begin seeking placement early. Additional details on internships and the application process are available through the Director of the program or the Field Placement Coordinator.

## **MENTAL HEALTH COUNSELING PROGRAM INFORMATION**

### **Attendance and Examinations**

Attendance policies are enforced to maintain the integrity of the learning objectives of the curriculum and to prepare students for the essential knowledge and skill to practice as competent mental health counselors. Students are expected to attend all scheduled class sessions and fieldwork placements. Students are to arrive for all scheduled classes on time, and to stay through the entire class period.

Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from a course are grounds for a reduced professional conduct grade in the class, resulting in an overall lower grade in the class. Absences from more than 1/5 of a course is grounds for failure of the course and loss of financial aid.

All faculty will maintain a record of student attendance. Excessive absences may be grounds for dismissal from the program. Classes will start on time. Faculty may bar entry or assign special seating for students who arrive late. If a student must leave at other than break time he/she is to do so quietly and unobtrusively, and return promptly.

If an emergency occurs and you are going to be late or will be unable to attend your classes you must notify the faculty of the course in question.

Each class meets for a minimum of 12 weekly sessions. If the class includes a final examination, there will be a noted session for the examination. The examination will be given at the usual day and time of the class meeting and in the same room in which the class normally meets, unless otherwise specified by the instructor.

### **Classroom Behavior**

In order to ensure consistent professional behavior in the classroom that will facilitate student learning the following rules must be applied:

- No phone use – all phone ringers should be turned off. Checking for messages/return calls should be done during breaks from class. In cases of emergency, accommodations may be made by the faculty of the course in question.
- Classroom confidentiality – Students and faculty will frequently share personal and confidential information during course time. Students and faculty are expected to respect the ethical guidelines expected of a mental health counseling professional, except in case of concern for well-being and safety. A breach of confidentiality will be considered a violation of professional conduct.
- At all times, students and faculty are expected to demonstrate respect towards each other, even when differing opinion are expressed. If concerns arise regarding respect within the classroom, students are encouraged to speak directly with the professor and/or the Program Director and/or Administrative Director.
- Faculty may add additional classroom requirements that will be listed upon the official course syllabus.
- Students are responsible for all requirements listed upon the provided course syllabus.

### **Papers and Written Assignments**

All papers are to be typed using APA style for citations and organization. The APA Style Guide is a required purchase for reference. Other reference materials are available in the library. Other reference materials are available in the library.

Papers must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. The student may be permitted, at the discretion of the course instructor, to correct all errors and resubmit the paper within one week.

Student work is expected to be original and unique to the course for which it was assigned. Reference material must be cited accordingly and demonstrate the student's own integration and interpretation of the referenced work. The ideas of others, written or verbal, are to be cited appropriately, and exact wording

and phrasing marked by quotations. Failure to do so is considered plagiarism, and is subject to disciplinary action. Students also may not reuse large portions of their own papers from one class to another. Papers may be written on related topics, and, where appropriate, information gathered for a course may also be used for the student's research project. Software to check for plagiarism is available and used by faculty.

Short assignments may be submitted hand-written in ink at the faculty member's discretion. In this case, too, work is to be neat, without cross-outs and overwriting, and proofread for spelling and grammar. Handwritten work may utilize forms provided by the instructor, or be on standard loose-leaf paper or legal pad paper (8 ½ x 11).

Papers are to be stapled or bound together according to the wishes of the faculty member. Some faculty members may request that you make copies of short assignments for all class members. It is also wise to keep a copy of any paper you submit, to assure that you can replace it should a paper be misplaced. Unless otherwise specified by the Director of the MHC program, students are not permitted to make copies in the department copy room.

Written work is due on the day and time assigned, even if you miss class. Late work may be penalized as the individual faculty member's class policy dictates. Extensions may be granted, in advance, for extenuating circumstances. Constant tardiness or crises will be discussed with the student's advisor.

Written communication is an essential skill for the professional mental health counselor. Students will be assisted to develop writing skills for a number of purposes. Faculty and clinical supervisor preferences may vary, but learning to adjust to the demands of the situation is also an essential professional skill. Students who have difficulty with written assignments should meet with their professors and/or advisors. The computer lab is equipped with thesaurus, spelling and grammar checking programs to enable you to check and correct your work before submission. It is also permissible to use an editor, although not a ghost-writer. Students with significant writing problems may be referred to other programs and sources for remedial writing course work, tutoring or assistance.

### **Comprehensive Exams**

Students must satisfactorily pass the two comprehensive exams to enter into the various levels of fieldwork and graduate from the program: Comps #1 and Comps #2.

The first exam will be taken in June following the completion of full-time students' first year of study or Extended Study students' second year of study. This first comprehensive exam will present a clinical case and a set of questions that require students to integrate their learning from previous courses.

The second comprehensive exam will be taken by students during their last semester of study. This exam will consist of a multiple choice section that covers the content knowledge outlined in the Eight (8) Core Program Competencies, and a case conceptualization component that requires the integration of knowledge and practice in a comprehensive clinical manner.

A passing grade on each comprehensive exam is 80% and a passing grade on Comprehensive exam #2 is required for entering internship. The exam will be scored using faculty-developed rubrics based on the identified program competencies listed above. Students who fail segments of either comprehensive exam will be afforded two additional opportunities to succeed. Students must achieve a minimum passing score in order to be eligible for internship. A remediation plan that may include readings and school-based projects will be developed for the student. Should the student not pass the exam by the third time, he or she may be dismissed from the program.

## Grading and Enrollment

### Grade and Grade Point Average (GPA) Requirements

Please refer to the *SHS 2014-2016 Catalog* and the *SHS Student Handbook* for information on grade values for GPA purposes, Deans' List, tentative grades adding, dropping, or repeating courses, academic progress and standards.

The Mental Health Counseling Program requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not attain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of one full time semester\* in which time they must meet the GPA requirement or be at risk for probationary status or dismissal from the program.

If a student is experiencing academic difficulties in any course, at any time, it is the student's responsibility to seek out the teacher and his/her advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student, faculty and/or faculty advisor.

### Required minimum passing course grade

Type of course	minimum passing grade
A) Key Foundation Courses MNHN 600, MNHN 630, MNHN 632, MNHN 640, MNHN 681	B (no lower than an 83),
B) Additional Foundation/Knowledge Courses MNHN 620, MNHN 638, MNHN 693, MNHN 691, MNHN 678, MNHN 694	Only one grade of C is permitted for the entire program
C) Research/ Assessment Courses MNHN 611, MNHN 683	Only one grade of C is permitted for the entire program
D) Applied Skill/Intervention Courses MNHN 692, MNHN 705, MNHN 706	Only one grade of C is permitted for the entire program
E) Field Based Courses MNHN 702, MNHN 770, MNHN 771	B (no lower than an 83)

\*Only one grade of C is permitted for the entire program

A student who receives below the minimum passing course grade must successfully repeat and pass the course on the second attempt to remain in the program. Courses may be retaken one time only.

A student who receives below the minimum passing course grade in up to two (2) courses will be placed on monitored status, and the student will be permitted to re-take the failed course(s) with the requirement to pass the course(s) on the second attempt. In the event that a failed course is not passed on the second attempt, the student shall be dismissed from the Mental Health Counseling program.

In the event of receipt of more than one grade below the minimum passing course grade OR more than one grade below a B, the student shall be dismissed from the program. Students, who receive a grade below the minimum passing standard, may repeat 1 course only. No student can repeat more than 1 course throughout the program. Additionally, a course can only be repeated one time.

It should be understood that failure to pass any course results in an alteration in the student's program of study/curriculum including fieldwork, graduation date, and may impact financial aid eligibility. Upon

notification of a failing grade, the student must meet with the Director of the MHC program and Academic Advisor to determine the new course sequence the student is to follow. A student must successfully complete ALL Mental Health Counseling curriculum specified prerequisite and co-requisite courses prior to being permitted to register for courses and for each field based placement. It is the student's responsibility to determine the impact of failure or alteration in curriculum on financial aid.

A student unable to pass the course(s) or who does not meet the requirements of probation within the specified timeframe may be dismissed from the program. Unless approved by the Chairperson/Director for extenuating circumstances, students are required to complete the entire curriculum within a maximum of 6 years.

*Note: Courses consist of both the traditional classroom courses and clinical fieldwork.*

## Grade Definitions

P = Passing

INC - Student did not complete all course assignments and received the instructor's permission to complete course requirements (see below for details) within a specified time period.

W - Student can officially drop the course up to midpoint of the class. Not included in calculating the student's GPA.

WU - Student stopped attending up to midpoint of the class. Included in calculating the student's GPA as a failing grade.

WNA - student never attended class. Not included in calculating the student's GPA.

Letter Grade Equivalents	
A+	97 and higher
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	64 or below

The grading mechanism may vary between professors, especially in relation to the level and style of learning expected in the course. Faculty are encouraged to utilize a variety of testing techniques. When laboratories are included in classes, practical and written exams are developed in a way that test a student's skills and competencies.

The instructor for each course includes student evaluation methods related to specific knowledge, skills and attitudes, as well as for communication, behavior, and planning that provide evidence of student learning. Students' performance on written and oral assignments, as well as projects, practice and field placements and, contribute to determining the students' level of mastery. All course outlines include the grading mechanisms for that course.

Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

The College and the Mental Health Counseling Program utilizes the American Standard of grading. Any grading method utilized by an instructor that differs from the program's standard methods, must be approved by the Department Chairperson/Director prior to implementation and must be included in the course syllabus.

### **Grading Policies**

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with the Director of the MHC program to review his or her plan of study, as it will likely extend the time it will take to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.
- 4) The grade of "Incomplete" "INC" is assigned only in unavoidable circumstances when students fail to complete course requirements.
  - a) A grade of "INC" must be requested of the instructor prior to the last meeting of the course or the due date of the final assignment, whichever comes first. Any such request beyond that point requires the approval of the Director of the MHC program.
  - b) Students are expected to reach an agreement, in writing, on completion of required work with the instructor and to file a copy of that agreement with the Director of the MHC program.
  - c) The Department Chairperson will determine the date by which completion must occur. **If work is not completed by the deadline date, the grade of "INC" becomes "F."**
  - d) Students are not permitted to begin Practicum or Internship until a grade of "INC" is resolved.
  - e) A student may carry no more than one active grade of "INC" in his or her academic record at any one time. Students with two or more such grades are not permitted to register for subsequent semesters.

### **Enrollment in the MHC Program**

#### **Adding/Dropping courses**

The Mental Health Counseling curriculum is designed as an integrated, developmental process; courses are offered once a year and must be taken in one of the two offered sequences (full-time or part-time). Therefore, withdrawing from courses could result in consequences such as delayed graduation, the inability to continue in the program, a loss of financial aid, as well as others. The student is responsible for determining any impact, including on finances or financial aid. To add or drop a course, a student must comply with the parameters specified in the *SHS Catalog* and the *SHS Student Handbook*. An Add/Drop form must be filled out in its entirety and signed by both the student and his/her advisor. The official date of withdrawal from the course(s) is the date on which a completed Add/Drop form with required signatures is submitted and time stamped at the Office of the Registrar. Non-attendance, non-participation or notification to the instructor/Director of the MHC program does not constitute an official

withdrawal.

Unless otherwise specified by the Department Chair/ Director of the program, dropping a course may not be approved if less than 8 students would remain in the course.

### **Withdrawal from the Program**

Students, who wish to withdraw from the program in good standing, should give written notification to the Department Chairperson/Director of the MHC program and follow the procedures of the Office of the Registrar as outlined in the *SHS Catalog*. A student in good standing, who withdraws from the program and wants to be readmitted to the program, will be required to re-apply for admission to the program.

Please refer to the *SHS Student Handbook* for timelines and financial ramifications of withdrawing from classes and/or the program.

### **Medical/Personal Leave of Absence**

Students must be in good academic standing (GPA greater than or equal to a 2.66) and must have a compelling medical or personal reason to apply for a one time only Leave of Absence which cannot exceed one year. Once the leave of absence request is approved, the student has up to 12 months to submit for approval the criteria necessary for readmission (i.e.: Physician clearance, Letter of Intent). Once the readmission paperwork is received and approved, the student will be considered for the next available seat in the program. Submission of reentry documentation after one year will result in forfeiture of the seat in the Mental Health Counseling Program and will require a student to reapply to the program. The student will be financially responsible for all outstanding tuition.

The above paperwork can be found in the Mental Health Counseling Program office upon request. All required documentation must be submitted to the Director of the MHC program. Failure to submit the appropriate paperwork will result in denial of the LOA. All leave of absences are subject to final review for approval by the Director of the MHC program and the Department Chair.

Note: Students should not assume that filing a Leave of Absence implies that the request has been granted. They must receive official notification of approval from the Office of the Registrar. Also, students may be required to audit courses that preceded the semester in which they requested the leave.

Consultation with the Financial Aid Office and the Bursar's office prior to initiating a leave of absence is recommended. Questions regarding financial liability should be explored before submitting paperwork to the Mental Health Counseling Program office.

For more information please see the SHS Student Handbook.

### **Student Records**

The Registrar's Office keeps student records on file. The Mental Health Counseling Program Office and/or the Fieldwork office also maintain a student file. The file includes student advisement sessions, letters of recommendation, student's fieldwork evaluation forms, emergency treatment forms, copies of the student's liability insurance forms, and additional communication sent or received pertaining to students and their course of academic and clinical studies. All files are kept in a locked cabinet when the offices are unsupervised or closed for the day. Students may have access to their own file by written request to the Chairperson/Director of the program for permission to review the contents. A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System. Supervised access to the student's own file will be granted within 45 days. Students are not permitted to remove or obtain copies of the documents within the file.

See also the *SHS Student Handbook*.

### **Malpractice/Liability Insurance**

All Mental Health Counseling students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Due to the nature of the mental health field, opting out of this coverage is not an option.

## **ACADEMIC REGULATIONS**

### **SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)**

To remain enrolled in the Mental Health Counseling program, students must maintain Satisfactory Academic Progress (SAP). The two fundamental components of the School's SAP policy:

- 1) The Master's program in Mental Health Counseling is 60 credits in length and typically takes 8 semesters (including summers) to complete on a full time basis. Students must complete the program in no longer than 6 years of full and/or part time study.
- 2) Students must maintain a 3.0 cumulative GPA.

### **Student Status**

It is within the auspices of the Department Chairperson/Director and the MHC Student Status Committee with approval of the Department Chairperson/Director to change student status to good standing, monitored standing, probationary standing (academic or professional), or dismissed.

The listed student statuses are not necessarily a sequential progression. A breach of academic or professional requirements of the School of Health Sciences, and the Mental Health Counseling Program may be grounds for immediate dismissal or probation.

**Good Standing:** Student meets academic and professional requirements of the School of Health Sciences, and the Mental Health Counseling Program. With departmental approval and within established procedures, a student in good academic standing is eligible for consideration for conditions, honors, privileges, and other which require the student be in good standing.

**Monitored standing (warning), Probationary Standing (Academic or Professional), or Dismissal:** A student who has not upheld academic requirements or professional requirements of the School of Health Sciences, or the Mental Health Counseling Program may be placed on monitored status, probationary status, or be dismissed from the MHC program in accordance with the SHS Catalog, SHS Student Handbook, Mental Health Counseling Student Handbook, and the MHC Student Status Committee procedures. The status and the duration of the status must be specified. The duration of monitored standing and probationary standing must be specified as 1 semester, 1 academic year, or for the duration of attendance in the program.

A student may be on monitored standing only once in the duration of attending the MHC program. A second charge of breach of academic or professional requirements is grounds for placement on probationary status or dismissal from the program.

For the duration of the Monitored or Probationary Status, the student is ineligible for consideration for conditions, honors, privileges, other which require the student be in good standing. A student on Monitored or Probationary Status is required to initiate a meeting with the Academic Advisor on a regular basis a minimum of twice a semester.

Monitored or Good standing will be restored if there are no further breaches of academic and professional requirements for the duration of the probationary standing. A breach of academic or professional requirements of the program while on monitored or probationary status is grounds for immediate dismissal from the program.

Failure to uphold the academic requirements of the School of Health Sciences, or the Mental Health Counseling Program may result in a student being placed on monitored or academic probationary status without deliberation of the MHC Student Status Committee in accordance with the MHC Student Handbook. The Committee may deliberate to modify student status if extenuating circumstances are presented.

Financial Aid may be affected by probationary status. The student is responsible for determining if there is any financial, financial aid, or other ramifications of probationary status.

A student who has been dismissed from the program is prohibited from reapplication to the program. Tuition and fees may still apply, financial aid will be affected. The student is responsible for determining the financial obligation and implications. A dismissed student may be escorted off campus by security if deemed necessary.

### ***Suspension***

A student may be removed immediately from participation in school activities (i.e., didactic or fieldwork affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of clients serviced, peers, or the School of Health Sciences.

The Director of the MHC program may suspend a student on the Director's own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervise the student, at any time for (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.

In such cases, the Director of the program will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated.

See also the *SHS Catalog* and the *SHS Student Handbook*.

### **Department of Behavioral Science Academic Standing Committee**

Each program in the School of Health Sciences has established standards for academic performance. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation, conditional academic standing or dismissed from the program. If placed on conditional academic standing, the duration and conditions will be determined by the Department of Behavioral Science Academic Standing Committee and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student's education in the program.

### **Appeal Process**

#### ***Departmental Academic or Professional Appeal Process***

A student has the right to contest a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal through the programs internal appeal process. To appeal, the student must submit a letter, with supporting documentation, to the Department of Behavioral Science Student Status and Academic Standing Committee c/o the Mental Health Counseling Program Director and Administrative Director. The appeal letter must be submitted within 10 days of notification of the

student's academic standing. The letter of appeal must include the following:

- Student name, address, e-mail and phone number.
- Touro ID number.
- Course name and number under appeal.
- The reason for the appeal.
- Documentation to support the appeal.
- Any information supporting the appeal that the student would like considered in the decision. Only information received in writing will be considered.
- A plan of action demonstrating how the current situation can be rectified without reoccurring.

The Department of Behavioral Science Student Status and Academic Standing Committee will consist of at least three faculty members of the Mental Health Counseling and/or faculty from closely related programs who have had no involvement in the decision that is under appeal. The Director of the Mental Health Counseling Program will notify the student and the committee members in writing of: (1) the date, time, and place of the hearing, and (2) a brief description of the basis for the appeal. Such notice, which may be by e-mail, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.

Upon written request to the Mental Health Counseling Director, the student and faculty involved in the issue under appeal will be afforded the following opportunities:

- To review under supervision, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Director of the Mental Health Counseling Program. Committee hearing date will not be postponed for the purposes of review. The purpose of the review is for information gathering and not for approval or revision.
- To orally present fully all aspects of the issue that have also been put in writing before the Committee. Only information put in writing will be considered by the committee. The student and the faculty have the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.

The Committee hearing will be chaired by both of the Mental Health Counseling Program Director (ex-officio). The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted. The issue under appeal shall be stated by the Director of the Mental Health Counseling Program and confirmed by the student if present. All written information supporting the decision made for misconduct or unacceptable academic performance shall be presented first by the Director of the Mental Health Counseling Program or the faculty member, if present. Following this presentation, the letter of appeal and any written submissions to support the student's stance or position will be read by the Director of the Mental Health Counseling Program or by the student, if present. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.

The Committee will identify the issue under appeal and the points under consideration based on the letter of appeal and supporting documents from the student, and the brief written description of the basis for the appeal from the Director of the Mental Health Counseling Program (or the Director's designee) and supporting documents. The Committee may consult College and Departmental Handbooks, bulletins, catalogues. Supporting documents including those within the MHC Department student file may be requested, viewed, and considered by the Committee. Each party may provide evidence in the form of

written testimony from one or more witnesses in relation to the appeal. The hearing will be closed and there will be no transcript or recording of the proceedings.

The Committee may call and examine witnesses and invite the submission of additional evidence. If, in addition to written documents, further information is required by the committee to clarify aspects of the case, the student, faculty, or witnesses may be invited before the committee to answer specific questions posed by the committee members. If invited, the time for questions and answers will be limited to 10 minutes. All questions and answers are to be documented by the committee secretary.

All decisions shall be made by majority vote, the mechanism to be determined by Committee membership. The Department of Behavioral Science Student Status and Academic Standing Committee proceedings will not be discussed with others outside of the committee unless essential for purposes related to the students education. The disclosure of the information should be cleared with the Director of the Mental Health Counseling Program. If contacted by a Student's family, the faculty will not engage in the conversation due to FERPA regulations and will contact the Office of Compliance immediately.

It is the policy of the School of Health Sciences that appeals be handled expeditiously. Students will be notified in writing of the decision of the Department of Behavioral Science Student Status and Academic Standing Committee Decision by the Director of the Mental Health Counseling Program within 15 business days of the receipt of the letter of appeal from the student. A copy of the notice will be sent to the offices of the Dean and Associate Dean.

The Mental Health Counseling Student Status Committee and the Department of Behavioral Science Academic Standing Committee with the approval of the Department Chair make the final departmental decision regarding student status and academic standing, including but not limited to the following: student appeals of decisions made regarding academic or professional conduct and changes in student status in the department. Committee decisions may be appealed to the Touro College School of Health Sciences Academic Standing Committee by sending a letter to the chairperson of the committee within fourteen (14) days of receipt of the departmental committee decision and within the guidelines outlined in the *Touro College SHS Catalog* and *Touro College SHS Student Handbook*.

### ***School of Health Sciences Appeal Process***

If a student believes he or she has been treated unfairly, the student has a right to appeal the program's decisions by utilizing the Hearing and Appeal Procedures as outlined below:

To appeal a program decision, the student must send a written request to the Dean within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. If the Dean cannot resolve the matter and determines that there may be justification for the appeal, the Dean will present the appeal request to the SHS Committee on Academic Standing. If the SHS Committee on Academic Standing determines that a hearing is justified by the request, it will appoint a Faculty Committee to hear the appeal. ***See the SHS Catalog or the SHS Student Handbook for further information on the SHS appeal process.***

Either party may file a written appeal of the SHS Committee on Academic Standing decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Committee on Academic Standing, the Director of the MHC Program, and the student of the decision to support or reject the appeal.

## ACADEMIC INTEGRITY POLICY

### Academic Integrity Statement

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- cheating
- plagiarizing (presenting the work or ideas of others as your own, or your own previous work as new)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
- lying
- working with others when assignments or exams require individual work
- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold the principles of academic integrity negatively impacts the reputation of Touro, the value of each and every degree awarded by the institution, and the future success of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, from failure in coursework up to and including expulsion from the Touro College and University System. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

*The complete Touro College and University System Academic Integrity Policy can be found in the SHS Catalog and the SHS Student Handbook.*

### Reporting a case of suspected plagiarism or cheating

Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating will **contact the Chair of the relevant department**, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student's record for the course in question before the issue is resolved, either informally or formally.

*See also the SHS Catalog and the SHS Student Handbook.*

### Resolution of Academic Integrity Violations

**Informal resolution:** The Chair of the department, the Dean, and the faculty member are involved in this process. The informal resolution is not available to individuals who have been previously reported.

**Formal resolution:** In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution. For detailed information regarding formal resolution, please refer to the SHS Student Handbook.

**Academic appeal process:** Detailed information is available in the SHS Student Handbook.

**Sanctions:** Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof: Sanction A – Sanction E. Detailed information regarding different types of sanctions is available in the SHS Student Handbook.

### **ARBITRATION OF DISPUTES**

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in the School of Health Sciences Bulletin. Touro College's arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes between Touro College and Touro College's current and former students (as well as applicants) related to, or arising out of, a current, former, or potential academic relationship with Touro College. *The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in the SHS Bulletin.*

**See also** the *Touro College School of Health Sciences Bulletin/Catalog*.

## **STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT**

### **Professional Development**

Student professional development is supported by all faculty with an appreciation that professional growth develops throughout one's professional education. Professional development skills such as the ability to communicate effectively and the ability to take responsibility for one's behavior are necessary skills for the mental health counselor. Faculty will facilitate development of professional skills, and work with academic advisors to help students self-evaluate their strengths and weaknesses.

Toward this end, the Mental Health Counseling Faculty addresses aspects of professional development within all MHC courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus. A list of expected professional behaviors established by the faculty may be found on the Grading Form for Professional Behavior located in Appendix B of this Handbook.

Students who are unable to demonstrate adequate professional behavior in any of their courses will be considered at risk for monitored status or professional probation and will be counseled by their advisors about the severity of this determination. Students unable to demonstrate professional development skills necessary for practice on fieldwork as occupational therapy students despite counseling from their advisor and/or faculty member are at risk for dismissal from the Mental Health Counseling Program.

Students whose moral, social or emotional behavior is disruptive or inappropriate for the professional environment will be brought to the attention of the Department Chairperson/Director. Conduct that violates this policy may lead to disciplinary action. Such conduct shall include, but is not limited to, cheating, plagiarism, stealing, falsifying or violating confidentiality of records, or other violations of the

criminal law. Professional behaviors are listed in the *Touro College SHS Bulletin/Catalog*, *Touro College SHS Student Handbook* and should be followed while on campus as well as on fieldwork placements. Violations may result in dismissal from the program.

### **Student and Professional Organizations**

Students play an important part in helping our profession stay current and progressive. The student and professional Associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Applications for student membership in the American Counseling Association (ACA), New York Mental Health Counselors Association (NYMHCA), and the American Mental Health Counselors Association (AMHCA), are made available to students. Students are encouraged to join and participate in the Student Mental Health Counseling Association at Touro College as well as to keep abreast of the happenings in the student organizations sponsored by ACA, AMHCA, NYMHCA (and its Metro chapter), and other related professional organizations.

The Mental Health Counseling Program and the SHS encourage students to participate in professional conferences and leadership events. Each year students are provided with the opportunity to be nominated as the Touro Mental Health Counseling representative of NYMHCA and the ACA to help communicate important information about the field/profession to peers.

### **Professional Conduct**

Students are expected to conduct themselves in a manner compatible with the functions of an institution of higher learning and to use the facilities of the College with care. They are required to abide by the highest standards of academic honesty and integrity in their examinations, papers and research reports.

Students are expected to demonstrate professional development capabilities during their education at Touro College, to support professional interactions among fellow students, between students and faculty, including clinical educators, and between students and clients/patients. It is expected that these skills will mature during the education experience to support successful professional capabilities.

Any activity which endangers the physical or mental well-being of students, faculty, staff, or those associated with Touro College constitutes misconduct and is hereby prohibited. Such prohibited activities include but are not limited to the following categories:

1. The purchase, sale, or consumption of alcohol or drugs on College grounds;
2. Initiation rites which entail reckless and harmful behavior;
3. Any action detrimental to the mental or physical welfare of students, faculty, or staff;
4. Possession of firearms, knives, explosives, weapons of any type, hazardous substances, etc. are prohibited on Touro College premises. Persons found to be in violation of this policy may be subject to dismissal and legal action.

Students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a health care provider include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one's limitations and accept constructive criticism;

4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. an appearance consistent with a clinical professional;
8. punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors.
9. Communication: Uses appropriate communication verbally and non-verbally, i.e. communication via technology (emails, etc.)

Conduct that tends to bring discredit upon the school, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Director of the MHC program and given a warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

### **Confidentiality**

Faculty as ethical professionals, are expected to respect students' and patients' right to confidentiality and share information with only those who need to know. It is also imperative that you, as students pursuing a professional career, understand the importance of confidentiality when participating in clinical placements and academic areas of the program. Fellow students personal information i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others. Patient information is regarded as confidential. Any reports completed for submission to class are not to divulge the patient's name. You must use only the first name, make up a name or use initials. Of course, this also pertains to any discussions you may have about the patient outside of the clinic and/or classroom. You may not copy or remove medical records on any client. This is a violation of HIPAA regulations. It is your responsibility as students to clearly ask for and to understand the facility's and professional rules and regulations regarding confidentiality.

### **Social Media**

All student interactions and communication via social media (Facebook, Twitter, LinkedIn, e-mail, texts, etc.) should be conducted with sound judgment due to the public nature. Any unprofessional or inappropriate interactions and communication via social media related to Touro College, Touro College administration, faculty, staff, students, or associates (including fieldwork) should be reported to the MHC Department Chairperson/Director and are grounds for probation or dismissal from the program. See also *Touro College SHS Bulletin/Catalog*.

### **Attire**

At all times we are to present a professional image to our community, visitors, students and the public. Acceptable personal appearance is an ongoing requirement of students at Touro College. Students are required to present themselves in appropriate attire for all classes, fieldwork, laboratories, and field trips. Appropriate attire should be worn on all school grounds both when classes are in session and during breaks.

Attire should not appear to be revealing or provocative. Some choices are inappropriate at any time, such as: bare midriffs, strapless shirts or dresses, short shorts (above fingertip length with arms at the side and hands open) and bare backs, see-through or camouflage clothing, short skirts above the knee, sundresses without a sweater or jacket, halter tops, tank tops, other. In addition to appearance, personal hygiene and good grooming are extremely important at all times. Students who are dressed inappropriately will be asked to change into proper attire. Failure to do so can result in disciplinary action.

Students attending classes at Touro's site in Borough Park, Brooklyn, are encouraged and expected to respect the local community's standards of attire.

### **Student Behavior and Attire during Exams**

- No head coverings except for religious/medical purposes will be permitted
- Phones are to be left at the front of the room or in book bags and/or purses
- Book bags are to be left at the front of the class; only necessary items are to be placed on the desks
- Multiple versions of the exam should be administered
- Students should be dispersed throughout the classroom with space between seating
- If a student has a question, the student should raise his/her hand and the instructor should go to the student. The instructor should keep this to a minimum as to limit disruptions to other students
- Students are not permitted to leave the room until the instructor deems the examination finished
- No websites, e-mail, other electronic media, or printer should be accessed until the instructor deems the examination finished
- Students are required to immediately relinquish the exam to the instructor when the time allotted for exam has elapsed or upon request of the instructor

See also Touro College *SHS Bulletin/Catalog*.

### **Non-Discrimination/Sexual Misconduct**

See the Touro College School of Health Sciences Bulletin/Catalog for the policy on non-discrimination.

### **Drug-free Environment**

See the Touro College School of Health Sciences Bulletin/Catalog regarding the policy for a drug-free environment.

## **PROFESSIONAL CERTIFICATION/LICENSURE**

M.S. Program in Mental Health Counseling: Upon successful completion of this 60-credit program, students will be eligible to apply for the New York States Mental Health Counselor Limited Permit. With this permit students in New York State may begin the process of completing the post-master's requirements to become a Licensed Mental Health Counselor; completion of 3,000 post-Master's hours of supervised practice and passage of the National Clinical Mental Health Counseling Examination (NCMHCE).

Students who wish to engage in the practice of Mental Health Counseling outside of New York State should familiarize themselves with the requirements of those venues. Some states may require additional coursework and may impose alternative or additional requirements or testing. Please also visit the National Board of Certified Counselors ([www.nbcc.org](http://www.nbcc.org)) for information on different national counselor education certification options.

## **IMPORTANT NOTICES**

This Catalog contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this Catalog are covered in detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this Catalog only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Catalog is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your *TouroOne* portal account, it is nevertheless your responsibility to keep current on all College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by the Touro School or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed a student's acceptance may be revoked if it is later learned, among other things that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student- educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student's academic success in them. Thus, you waive and Touro further disclaims any liability in tort in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student's matriculation or continued matriculation in our programs.

Registration and matriculation at Touro after the issuance of this Catalog is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro's internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See "Arbitration of Disputes" provision for a more elaborate treatment.

## MENTAL HEALTH COUNSELING COURSE DESCRIPTIONS

**IMPORTANT NOTE:** *ALL coursework must be taken in accordance with the plan of study, unless otherwise approved by the Director of the MHC program. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.*

### **MNHN 600: Foundations of Mental Health Counseling and Consultation**

This course is designed to provide a comprehensive overview of the foundations of mental health counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Mental Health Counseling and Consultation approaches. Students will learn about accessing community resources, the role of case management in treatment, various certification options, the role of counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations will also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability

### **MNHN 611: Essentials of Measurement, Evaluation and Research Analysis**

Introduction to principles of research methods and their application to the field of counseling. Designed to increase student awareness of the role of research in counseling, especially as it relates to evidence-based practice. Discussion includes empirical methodologies, reliability and validity, ethics, quantitative and qualitative methodologies, understanding of basic descriptive and inferential statistical measures and critical analysis of scholarly research reports. Also includes application of research methods to program evaluation.

### **MNHN 620: Developmental Psychology**

This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the student to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

### **MNHN 630: Counseling I: Theories and Practice**

This course covers evidence based cognitive and behavioral counseling theories and techniques as they relate to assessment, case conceptualization and treatment approaches. At a minimum, students will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and Motivational Interviewing. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. Students will develop an understanding of utilizing these theories and approaches among special client populations, including clients with histories of trauma, addiction and chronic health complications.

This course partners with *Counseling II: Theories & Practice*, which cover psychodynamic approaches,

to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice.

### **MNHN 632: Counseling II: Theories and Practice**

This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. Students will develop an understanding of utilizing these theories and approaches among special client populations, including clients with histories of trauma, addiction and chronic health complications.

This course partners with Counseling I: Theories & Practice, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice.

### **MNHN 638: Principles of Addiction Counseling**

This course will provide students with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. Students will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual.

### **MNHN 640: Professional, Legal & Ethical Issues in Counseling**

This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics and other related professional organizations. Additionally, students will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision making, technology, counselor violations, and integrating with community resources will be discussed.

### **PSY 678: Lifestyle and Career Development**

This course provides a comprehensive overview of theoretical and practical aspects of career development across the life-span. Major career development theories will be presented as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice and career counseling for diverse and multicultural populations. The use of career assessments and technology will also be addressed.

**MNHN 681: Psychopathology**

This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addition, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications.

**MNHN 683: Assessment and Appraisal of Individuals, Couples, Families and Groups**

This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Students focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Special attention given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high risk behaviors, readiness for change and additional referral needs.

**MNHN 691: Counseling the Culturally Diverse: Theory and Practice**

This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regards to the provision of counseling services. Students will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. Students will develop skills in cross cultural communication, self-awareness and worldview, knowledge of differences as they impact the counseling process, and management of cross-cultural ethical conflicts. Students will also be introduced to various referral sources, assessment consideration and case management services.

**MNHN 692: Group Psychotherapy and Counseling**

This course provides an overview of Group Psychotherapy and Counseling. Students will explore various psychotherapeutic group techniques, and learn to integrate them with decision making, problem solving, and conflict resolution when working with groups of people of all ages. Students will develop knowledge of group theories, group developmental stages, group dynamics and intervention techniques, particularly for topic specific and diverse populations. Specific discussion will be directed to support groups and addiction focused group therapies.

**MNHN 693: Trauma and Crisis Intervention: Theory, Response Models and Techniques**

This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Students will learn skills of identification, intervention, and treatment of people experiencing traumatic stress, through the use of individual and group work. Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care.

**MNHN 694: Contemporary Issues in Family and Couples Therapy**

This course introduces family and couple counseling theories, and explores their history and use in the clinical setting. The impact of family and individual culture, psychosocial stressors, socio/economic status, addiction, trauma, illness and disability is explored as it relates to counseling services, assessment, and treatment planning. Students will build skills in conceptualizing the family as an integrative process encompassing multiple systems and how to apply various counseling techniques, such as genograms, to the treatment of couples and families. The role of the family in supporting wellbeing and relapse prevention, as well as the course of mental illness, is incorporated in the course learning. Students will also develop an understanding and awareness of how one's own family-of-origin and current family experience impact one's life both personally and professionally.

**MNHN 702: Case Conceptualization, Documentation and Practicum**

This course integrates basic intake and information gathering techniques, documentation and case conceptualization with a practical fieldwork experience. Within the classroom setting, students will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. Students will integrate addiction and other specialty screenings, mental status exams, medical data and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, students will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required.

**MNHN 705: Advanced Addiction Counseling and Techniques**

This course will examine advanced substance abuse counseling and techniques, with focus on the application of various evidence based intervention techniques within various treatment venues. Students will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations and role playing of advanced counseling skills.

**MNHN 706: Advanced Counseling Skills and Techniques**

This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, students will be actively engaged in the learning process through simulated clinical experiences. Students will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The student's own personal growth, self-insight, and self-awareness will be an integral component to this course.

**MNHN 770 Internship I**

Students complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. Interns receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Mental Health Counseling program and the approval of the chair.

**MNHN 771 Internship II**

Students complete an additional 350 hours as outlined in MNHN 770 Internship I.

## **FACULTY, ADMINISTRATION AND SUPPORT STAFF**

### **Administrative Faculty**

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### **Full-Time Faculty**

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### **Support Staff**

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### **Field Experience Coordinator**

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